DOCUMENT RESUME

ED 470 004 CG 032 002

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TITLE	Career Development Resources from California Community Colleges.
PUB DATE	2002-11-00
NOTE	13p.; In: Thriving in Challenging and Uncertain Times; see CG 031 989.
PUB TYPE	ERIC Publications (071) -- Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*Career Counseling; *Career Development; *Community Colleges; *Information Centers; Professional Development; Shared Resources and Services; Two Year Colleges
IDENTIFIERS	*California Community Colleges

ABSTRACT

The California Community Colleges Chancellor's Office (CCCCO) Statewide Advisory Committee for Career Development provides information and counseling to assist the Chancellor's Office in areas related to career development professionals and programs. It also issues annual policy papers concerning the role of career development in community colleges. This Committee is composed of Counseling and Instructional Faculty, Career Center Coordinators, and Economic Development and Workforce Development Administrators and Employers. It has been instrumental in offering professional development workshops and distributing state of the art materials to career center staff and counseling faculty in California Community Colleges. This chapter provides information on the California Community Colleges Chancellor's Office Statewide Advisory Committee for Career Development; how to strengthen and promote career development in California's colleges; future materials from CCCCO Statewide Advisory Committee for Career Development; and where career coordinators and counselors in community colleges can find policy, program, and funding resources. (GCP)

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Career Development Resources from California Community Colleges

by

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Career Development Resources from California Community Colleges

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Introduction

This paper seeks to provide Career Development Professionals answers to the following questions:

- What is the California Community Colleges Chancellor's (CCCCO) Statewide Advisory for Career Development
- How Can We Strengthen and Promote Career Development Practices in our Colleges
- Future Materials from CCCCO Statewide Advisory for Career Development
- Where Can Career Coordinators and Counselors in Community Colleges find policy, program, and funding resources

The California Community Colleges Chancellor's Office Statewide Advisory Committee for Career Development provides information and counsel to assist the Chancellor's Office in areas related to career development professionals and programs; we also issue annual policy papers concerning the role of career development in community colleges. This Advisory is composed of Counseling and Instructional Faculty, Career Center Coordinators, Economic Development & Workforce Development Administrators and Employers. We have been instrumental in offering professional development workshops and distributing state of the art materials to career center staff and counseling faculty in California Community Colleges.

The Career Development Advisory provides workshops and professional papers to educate and to influence community college faculty, staff and administrators to develop and expand career development programs. We have sponsored conferences, distributed new career exploration tools and software, and sponsored teleconferences where industry representatives have discussed changes in the business world. Additionally, our annual recommendations have resulted in a bi-annual $100,000 State Leadership RFA (grant application) and a $250,000 two year grant each of which are providing models for all Community College Career Centers.

The latter grant resulted in two colleges receiving $250,000 for demonstration projects integrating career development throughout the institution as well as connecting with K-12 school to career activities. (go to www.coastcareers.com for a sample of the results.) Last year, the $100,000 statewide "Career Development Collaborative Grant" was awarded to Butte College. As part of this grant, by 2004, the state of California will have a web site devoted to "Best Practices in Career Development" and a series of Regional Workshops will be presented illustrating Best Practices.

Purpose of this Article

The rest of this article will provide you with information about what will be available from the Advisory on the web in the next two years. Go to www.careerdevelopmentadvisory.org for our current website. It contains our purpose, member list, policy papers, meeting and workshop information, a contact list for all California Community Colleges Career Centers, and web links. The most exciting outcome of the 2001-2002 Statewide Advisory work was the development of a list of objectives derived from the first annual Career Summit This summit assembled over 30 Community College Career Center Coordinators and Counselors from representative regions around the state. These objectives answer the question: How can we strengthen Career Development Practices?

How Can We Strengthen Career Development Practices:

- Update standards from 1997 Career Development Task Force and create a minimum set of standards for community college career centers regarding such issues as funding, staffing and resource selection. Included could be an evaluative process in a "Consumer Reports" format for selection of programs and services.

- Create a procedural manual or guide (Example: Career Center For Dummies) that would use guidelines for standard practices of career centers, ex. Career Fairs. Contents would be prioritized by student need and growing industries in California. Best Practices would be included from Butte College grant collection. (2002).

- Regional Collaboratives would be formed using the Community Colleges' Transfer Center model to focus on the following objectives:
    a). Communication amongst peers
    a). Produce programs all could use on agreed upon topics
    b). Professional development workshops (student focused)
    c). Model use of technology
    d). Regions would share responsibility for program development and meeting logistics

- Make recommendations for articulating Career Planning classes with required General Education transfer (Section E) requirements and seek the Statewide Academic Senate's advice/blessing for integrating career development into all subjects. We may create a collaborative project with the State Work-Based Learning Advisory.

- Create marketing strategies to be used statewide to reach faculty and students with goal of increasing awareness of the "ROI" or "Return on Investment" when students are involved in the career planning process and focus on helping students take advantage of campus resources in career development. Students would be surveyed for current data and testimonials. This is another possible collaborative project with the State Work-Based Learning Advisory Committee.

- Communicate with Chancellor's Office about how best the "Best Practices" collected through the Butte College grant could be communicated to all. (Butte College representative will serve on our committee.)

- Focus on Communication with all colleges using the new Listserv "Community College Career Professional Contact" list developed from 2002 Survey for our Advisory Committee. Combine member lists with Work-Based Learning Advisory so all communications go to both committees.

Although the Career Summit objectives may sound ambitious, they will form the basis for the 2002-4 Advisory objectives. Advisory members will form sub-groups to spear-head the completion of each objective.

In addition to annual objectives completed by the Statewide Advisory, we are responsible for making recommendations for next year's Vocational and Technical Education Authorization for Leadership funds' usage. The following items have been our recommendations since 2000-1:

- Continuation of leadership funds earmarked for the Career Development Advisory. Utilize their expertise to advise the Chancellor's Office on funding priorities for state leadership activities.
- Mandate collaboration between State Vocational Advisory Committees and specially funded collaboratives to coordinate professional development activities where instructional and non-instructional faculty can learn from each other. Workshops must be planned with input from multiple Advisories. It would be ideal for one employer from each State Advisory to be assigned to one meeting/workshop (half day) per year of the Career Development Advisory to provide the "employer" input. They would either act as a "one time consultant" or as a speaker at a workshop.
- Provide professional development opportunities for non-instructional and instructional faculty and career center staff. Often the non-faculty members responsible for delivering career related services have little access to training and professional development. Often Career Center Coordinators have little contact with others who have a similar job. One RFA example would be the Career Center Coordinators having a regularly scheduled statewide or regional meeting once a semester comparable to Matriculation Coordinators or Transfer Center Coordinators meetings.
- Strengthen partnerships between services and programs that provide career assistance, e.g. Career and Counseling Center, Job Placement, Cooperative Work Experience, Service Learning, School to Career Programs, Cal Works, Tech Prep, Extended Opportunity Programs

and Services (EOP&S), Disabled Students Programs and Services (DSP&S), Workability Programs, Puente, English as a Second Language Program, and Non-credit Matriculation. Chancellor's Office Representatives to each of these programs could serve as a link. One example is a recommendation that an RFA be available for discipline specific collaboratives to be required to ensure that all curriculum design and model curriculum include (where possible) career development pathways, career ladders, and work-based learning strategies. Another example would be an RFA to create a conference that is jointly planned to include topics of interest to all these constituencies.

- Integrate career development across the curriculum to become a standard.
- Recommended future grant proposals include:

Curriculum Development and Improvement

- Finance the collection, compilation, distribution of briefs on career development activities across the curriculum in California Community Colleges (otherwise known as Career Infusion into the Curriculum.)
- Create an Institute for Career Development and the Liberal Arts which would give technical assistance and allocate mini-grants to promote any of the following:
  1. Career infusion into the liberal arts subjects;.
  2. Increase paid internships connected to classes;
  3. Teach faculty to incorporate more "problem-based" or project-based learning models using industry examples into their curriculum
  4. Create a tutorial program using industry representatives to tutor students on the industry site.
  5. Expand access to occupational information on the web into course curriculum.
  6. Fund opportunities for career counselors to team teach in liberal arts classes as well as increase counselors being part of Learning Communities. (Santa Ana College and Puente are exemplary.)

Professional Development

- Mandate collaboration between State Advisory Committees and specially funded collaboratives to coordinate professional development activities where instructional and non-instructional faculty can learn from each other. Workshops must be planned with input from multiple Advisories.
- Provide professional development opportunities for non-instructional and instructional faculty and career center staff.
- Encourage Job Shadowing funds for non-instructional faculty and instructional faculty.

Student Support Structures

- Strengthen partnerships between services and programs that provide career assistance, e.g. Career and Counseling Center, Job Placement, Cooperative Work Experience, Service Learning, School to Career Programs, Cal Works, Tech Prep, Extended Opportunity Programs and Services (EOP&S), Disabled Students Programs and Services (DSP&S), Workability Programs, Puente, English as a Second Language Program, and Non-credit Matriculation. Chancellor's Office Representatives to each of these programs could serve as a link.
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2. Another example would be an RFA to create a conference that is jointly planned to include topics of interest to all these constituencies.

- Provide professional development opportunities for non-instructional and instructional faculty and career center staff. Often the non-faculty members responsible for delivering career related services have little access to training and professional development. Often Career Center Coordinators have little contact with others who have a similar job.
  1. One RFA example would be the Career Center Coordinators having a regularly scheduled statewide or regional meeting once a semester comparable to Matriculation Coordinators or Transfer Center Coordinators meetings.
  2. Another RFA could provide counseling departments with money for substitutes while Counseling Faculty are getting training or professional development. Often Counseling Faculty are not able to get out of the office because the office needs coverage.

Conclusion

For the Career Center Coordinator who is new to the field or who feels all alone with no other professional to discuss the needs of your program or who does not know where to go for "research" to "justify" funding your program, the Career Development Advisory's website should provide you with professional links, upcoming events, and policy papers that can help you support the need for your services. The following "Policy Paper" was written to the California Community Colleges' Board of Trustees. A complete copy of this policy paper can be found on the web at www.careerdevelopmentadvisory.org.

Policy Paper on the Role of Career Development in California Community Colleges for review by the VTEA State Plan Committee -Spring, 2000

(Submitted to the Chancellor's Office by Lisa Raufman, Ed.D, Chair, Statewide Career Development Advisory)

Our society is undergoing a rapid change in the workplace. This change is jeopardizing our colleges' ability to prepare students for this evolving job market. There is a need for a coordinated approach between State, Federal and local initiatives that are addressing "school to career" issues. Part of the foundation for many of the initiatives is "career development". Career development is generally accepted as a lifelong process which incorporates general education, occupational training, and work with a person's self concept and the person's social and leisure life needs. This paper promotes the role of career development and the need for a comprehensive career development program in every California Community College.

Rationale for the Improvement of Career Development Efforts in California Community Colleges

Currently, career development is going through a transition that parallels the turbulent changes in the economic environment that surrounds it. Career development is becoming known as career management. Workers will need to have strong career management skills to ensure continuing success in a turbulent job market where rapid technological transformation of production systems and jobs is the norm. Students must be prepared for a lifelong learning, upgrading and acquisition of new skills, and ongoing career management in response to the rapidly changing options.

Just as curriculum used to teach people how to become prepared for jobs; career development used to teach students how to identify which career areas might be best suited for their personalities. Now, just as curriculum is being re-framed as skill sets and competencies to be learned, career development is now evolving towards teaching students to recognize their interests, values, personal preferences, and transferable skills and to select more than one career that may satisfy them. When taught the career development concepts in college, our students are learning career management competencies that they can use throughout their lives. The trend is moving towards learning the concept of career management so that when one job is obsolete, the knowledgeable employee will be able to create a career ladder, transfer into a related specialty, or feel comfortable returning to college to learn additional job related skills. These trends are a result of the newly legislated programs such as Career pathways, Career Majors, Tech Prep, "School-Based Learning", "Work-Based Learning" and "connecting activities" all of which are derived from the School to Work legislation.

Innovative educational strategies must be created that connect learning to career themes that are growing out of the School to Work mandates. In this rapidly changing workplace, there is no longer a single path to success, but many paths on a journey of continuous development and life-long learning. We therefore view neither entry-level work nor college as ends in themselves, rather as vehicles for people to realize their dreams. To dream, our students need courage, hope, and the ability to envision a future of possibilities. To identify possibilities, they need to learn career development competencies. (See National Career Development Guidelines table attached.) To make wise choices, they need information about real world careers, labor market needs, and structured activities to explore the work place and to discover their own interests, talents, and abilities. They need opportunities to apply their ideas, skills, and knowledge in ways that allow them to take risks and to make mistakes under the guidance of caring professionals.

In this view (from a career management point of view), a student's admission to a four-year college is not, in itself, the goal, but rather a step along life's journey. The fact must be acknowledged that many students do not complete college, and many students who do obtain a degree are not necessarily ready for a career. The changes in the workplace and the testimonials of career counselors suggest that success is not a matter of having a degree but rather involves having career management competencies. These competencies (also known as "SCANS Skills") include having the self-knowledge, the interpersonal skills, the problem-solving/critical thinking abilities and the creativity to adapt to changing circumstances. Students also need to develop the character and resilience to face the challenges along the way. Ultimately, "succeeding" is about having a sense of purpose-a personal vision-and the intellectual, emotional and spiritual

resources to bring that vision to life.

The Challenges

Are our students being prepared for the "New Economy" jobs? According to a recent *Business Week* series, the fastest growing and highest wage jobs are in the "new economy". This includes high technology equipment/software, computer services, financial services/consulting, telecommunications/media, e-commerce and distance education. According to the Wall Street Journal, November 30, 1999, about 20 million new jobs are to be created in the next five years. Will our students be prepared to enter these jobs? A research study for the 1994-96 VATEA State Plan, showed that if new employees out of high school and community college training programs were to be graded they would average Cs and Bs respectively. Is a B average good enough for the New Economy job market where the new employees will need more skills than ever before. As a foreword from Delaine Eastin, State Superintendent of Public Instruction emphasized in the 1998 Workforce Career Development Model:

> It is predicted that by the year 2008, jobs will be incredibly different from what we are used to today-in at least 60 different ways. For example, jobs will become far more complex. Employees will need to possess strong analytical skills in addition to basic skills in order to succeed: no longer will it be enough for workers merely to have strong backs and a willingness to work.

Are our Community College Career Centers funded adequately and prepared to to provide instruction and resources to our students?

According to a recent doctoral study of California Community College Career Centers, there are four types of Centers: Basic Counseling, Diverse Counseling, Basic Independent, Diverse Independent. Most Career Centers offer basic career counseling and information resources. These Centers try to reach more students by offering Career Development Courses; however, most colleges are limited in the number of classes that they offer. The doctoral study showed that few Career Centers were comprehensive "One Stop Centers" (although a few were funded as "Official One Stop Shops.") A comprehensive Career Center includes career counseling, career courses, a resource center connected to the Web, a Cooperative Education Office, a Placement Office and is the hub for Cal Works, Tech Prep and School to Career initiatives. Such a Center also offers career workshops on a regular basis.

When the doctoral study was conducted, many Career Centers indicated that they were having a hard time coordinating with related programs such as Cooperative Education or the Placement Center as these services were often under different administrators, in different buildings and with different sources of funding. They also responded that there was no regular funding for the new technology that is essential for a Career Center (such as computers, web connections, web technicians). One of the major findings was that these centers are very organized to serve their campus but not well connected to the community. With the need to link to local One Stop Centers, many community college Career Centers are under staffed and spread thin.

Can we provide the necessary Support to help Special Populations be successful?

Additionally, if you read the Statewide Advisory Committee on Special Populations paper, you will be informed about the continuing inequity in special populations attaining "high skill" and 'high wage" professions. VTEA funds are supposed to be used to promote preparation for reducing such inequities and to promote preparation for non-traditional training and employment. It is especially difficult for special populations to obtain such training because their life situations often create barriers and often prevent such students from even being informed that such training is available. Career counseling access is an important intervention, but not always available because it is more time consuming to work with special populations For example, the Special Population paper emphasizes:
"The challenges to Latino access in education are rooted in both social/cultural and economic factors. The family is typically conservative and work-oriented. If the family is of limited financial means, the focus is on work. Language barriers may interfere with Latino children receiving the benefits of traditional outreach programs." Additionally, the extra counseling time necessary for low income African American and Latina females has been well researched. As one study indicated "low income African American and Latina females need extensive support for developing and implementing career plans. Many reside in economically depressed inner-cities where access to decent schools and opportunities for employment are severely limited. Thus they may lack academic skills and career-related experiences, and perceive narrow career opportunities for themselves, which combine to pose formidable obstacles to obtaining future jobs or careers" (De Leon, 1996).

Often counselors are not allocated sufficient time to do the "case management" that is necessary for these students.

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_____(1998). *Workforce Career Development Model*. Sacramento: California Department of Education.

Patrick Ainsworth, Director, Career Development and Workforce Preparation Division National Career Development Guidelines by National Occupational Information Coordinating Council

Recommendations for Future Funding

- Continuation of leadership funds earmarked for the Career Development Advisory. Utilize their expertise to advise the Chancellor's Office on funding priorities for state leadership activities. This recommendation covers both # 3 and 6 on the Narrative and relates to all 5 priorities.

- Mandate collaboration between State Advisory Committees and specially funded collaboratives to coordinate professional development activities where instructional and non-instructional faculty can learn from each other. Workshops must be planned with input from multiple Advisories. It would be ideal for one employer from each State Advisory be assigned to one meeting/workshop (half day) per year of the Career Development Advisory to provide the "employer" input. They would either act as a "one time consultant" or as a speaker at a workshop. This recommendation covers #3, 5, 6 on the narrative and #3, 4, 5 on priorities

- Provide professional development opportunities for non-instructional and instructional faculty and career center staff. Often the non-faculty members responsible for delivering career related services have little access to training and professional development. Often Career Center Coordinators have little contact with others who have a similar job. One RFA example would be the Career Center Coordinators having a regularly scheduled statewide or regional meeting once a semester comparable to Matriculation Coordinators or Transfer Center Coordinators meetings. This recommendation covers #3 and 6 on the narrative and #2, 3, 4 and 5 on priorities.

- Strengthen partnerships between services and programs that provide career assistance, e.g. Career and Counseling Center, Job Placement, Cooperative Work Experience, Service Learning, School to Career Programs, Cal Works, Tech Prep, Extended Opportunity Programs and Services (EOP&S), Disabled Students Programs and Services (DSP&S), Workability Programs, Puente, English as a Second Language Program, and Non-credit Matriculation. Chancellor's Office Representatives to each of these programs could serve as a link. One example is a recommendation that an RFA be available for discipline specific collaboratives to be required to ensure that all curriculum design and model curriculum include (where possible) career development pathways, career ladders, and work-based learning strategies. Another example would be an RFA to create a conference that is jointly planned to include topics of interest to all these constituencies. This recommendation covers #3, 5 and 6 on the narrative and #3, 4 and5 on priorities.

- Integrate career development across the curriculum to become a standard. This recommendation covers #5 and 6 on the narrative and #2, 5 and 6 on priorities.

Curriculum Development and Improvement - recommend RFAs such as:

- Finance the collection, compilation, distribution of briefs on career development activities across the curriculum in California Community Colleges (otherwise known as Career Infusion into the Curriculum.)
- Create an Institute for Career Development and the Liberal Arts which would give technical assistance and allocate mini-grants to promote any of the following:
  1. Career infusion into the liberal arts subjects;
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  3. Teach faculty to incorporate more "problem-based" or project-based learning models using industry examples into their curriculum;
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  6. Fund opportunities for career counselors to team teach in liberal arts classes as well as increase counselors being part of Learning Communities. (Santa Ana College and Puente are exemplary.)

2. Professional Development

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